Accessibility Plan

BRISTOL METROPOLITAN ACADEMY

History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
May 2017	Document Creation	Template for academy use created	Requirement to have plan in place in each academy
February 2018 Version 1.1	Local update	Checking and updating of local Academy specific information	Review
November 2020 Version 1.2	Academy Update	Checking and updating of local Academy specific information	**Review**
January 2021 Version 1.3	Academy Update	Checking and updating of local Academy specific information	**Review**

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1   Introductory Statement

1.1   This Accessibility Plan (**Plan**) has been drawn up in consultation with the Senior Operations Manager and SENDCo of the Academy and covers the period from January 2021 to January 2024. The plan is available in large print or other accessible format if required.

1.2   The plan takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010.

1.3   We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2   Background

2.1   The Academy's layout and facilities

2.1.1 The Academy is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the Academy. The Academy occupies 2 floors with a lift to the first floor. The academy has outside spaces which are fully accessible and has disabled toilets and changing facilities. It also has a number of accessible hygiene rooms.

2.1.2 We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the Academy in the following areas:

- increase the extent to which disabled pupils can participate in the Academy curriculum

- improve the physical environment of the Academy to increase access to education by disabled pupils

- improve the delivery of information to pupils, staff, parents and visitors with disabilities.

2.1.3 Attached are three action plans relating to the above. These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

2.1.4 The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Academy prospectus

- disability equality scheme

- equal opportunities policies

- health and safety policy

- special educational needs policy

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2.1.5 The Plan will be monitored through the Academy Council. There will be a full review of the Plan in January 2022 when a new Plan will be produced to cover the next three years.

2.2 Welcoming and preparing for disabled pupils

2.2.1 Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the Academy and to satisfy the current admissions criteria, the Academy is committed to providing those reasonable adjustments.

2.2.2 In order to meet the needs of disabled pupils, the Academy requires full information. The Academy will ask prospective pupils to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the Academy should be aware. Where a pupil has an Education, Health and Care (**EHC**) plan the Academy will work with the Local Authority (**LA**) who makes and maintains the statement / EHC plan to ensure that the identified provision is delivered in an appropriate manner.

2.2.3 In assessing the pupil or prospective pupil, the Academy may need to take advice and require assessments as appropriate. The Academy will be sensitive to any issues of confidentiality.

3   **Increasing the extent to which disabled pupils can participate in the Academy curriculum**

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Enable staff to increase their knowledge and understanding of SEND and barriers to learning so that they can differentiate the curriculum in order to meet learning needs of all students.	Continued Professional Development/ Training for staff.	Staff confidence in providing appropriate teaching and support to more fully meet the requirements of students barriers to learning and their ability to access our curriculum.	Ongoing	Flexible approach to curriculum that enables all students to have their needs met in order for them to access the National Curriculum.\n\nSuccessful attainment made by SEND students in examinations.
Short term	All students to have access to appropriate technology to support their learning.	Acquire hardware such as laptops for SEND department.\n\nDevelopment of Digital Literacy provision for students to make the most of assistive technologies.	Students who have specific barriers can utilise technology to become more independent learners.	Term 6 2021 to End of academic year 2021-22	When all identified students can access the lessons independently.
Short term	Data from primary schools and information from parents, carers and professionals is used effectively to ensure a personalised curriculum is set up for all students in KS3.	Transition plan to be created using soft and quantitative data from KS2 settings.\n\nNurture groups for Year 7 English and Maths to be explored.	All students make a positive and successful start at Bristol Met in Year 7.	Summer Term 2021	All students make a sustained successful start at Bristol Met.

Medium term	Classrooms to be organised in a way that is suitable for all learners with a physical or sensory disability or impairment.	All staff with students with a physical or sensory disability, or ASD diagnosis to audit their classroom and highlight any concerns.	All students can access learning in all their classrooms and learning environments without this being a barrier to learning	Ongoing	All students are happy and successful in their learning.
Medium term	All trips and buildings to be accessible to all.	Training trip leaders to have an overview of trips and Senior Operations Manager to have an overview of any new buildings. All staff organising trips to identify appropriate transport for all students. Senior Operations Manager to flag purchase of new minibus with wheelchair access when current Academy bus at the end of life cycle.	All students are included fully within the academy extra-curricular trips/ activities.	Trip risk assessment for ensuring accessibility must be completed at least 4 weeks before trip and reassessed the day before just in case there are any changes.	When all students can access all trips and school events using the same transport as peers.

3.1   In completing the above action planning we have considered the following questions:

- do teachers have the necessary training to teach and support disabled pupils?

- are classrooms optimally organised for pupils with SEND?

- are lessons responsive to pupil diversity?

- do lessons involve work to be done by individuals, pairs, groups, whole class?

- do staff recognise and allow for additional time required by some SEND pupils to use equipment in practical work?

- do staff recognise and allow for the mental effort expended by some disabled pupils, e.g. lip reading?

- do you provide access to computer technology appropriate for pupils with disabilities?

- are there realistic expectations of all pupils?

- do staff seek to remove all barriers to learning and participation?

- are pupils encouraged to take part in music, drama and physical activities?

- do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, e.g. some form of exercise in physical education?

4 **Improving the physical environment of the school to increase access to education by disabled pupils**

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments.	Seek advice from LA sensory support service on appropriate colour schemes.	Some areas are made more accessible to visually impaired children.	Ongoing	Physical environment improved.
Medium term	Have robust emergency and evacuation systems including pupils with SEND; including alarms with both visual and auditory components.	Evaluate and improve current systems for students with hearing impairment and wheelchair users. Clear evacuation systems for visitors with disabilities including those who are visually impaired.	Emergency and evacuation systems are planned and tested.	Ongoing	Physical accessibility increased. Evac Chairs purchased and staff trained
Long term	If any new buildings or additional building they will be DDA accessible.	Planning will have to show this.	Any new buildings will be DDA accessible.	Ongoing	Physical environment improved.

4.1 In completing the above action planning we have considered the following questions:

- does the size and layout of areas, including all academic and social facilities, classrooms, canteen, library and common areas allow access for all pupils?

- can pupils who use wheelchairs move around the Academy without experiencing barriers to access such as those caused by doorways, steps and stairs, and toilet facilities?

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- are pathways of travel around the Academy site and parking arrangements safe, routes logical and well signed?

- are emergency and evacuation systems set up to inform all pupils, including pupils with SEND; including alarms with both visual and auditory components?

- are non-visual guides used, to assist people to use buildings?

- could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?

- are areas to which pupils should have access well lit?

- are steps taken to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?

- is furniture and equipment selected, adjusted and located appropriately?

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5   Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Breaking the communication barrier for parents.	Ensuring the availability of interpreters/appropriate technology at all parental engagement events to include parent consultation meetings. Ensuring written communication is accessible to all our parents.	Increased parental engagement and support resulting in improved student outcomes.	Ongoing	Increased parental engagement at Parents' Evenings.
Short term	Ensuring all information is shared in a variety of ways within the classroom	All information to be presented in written and verbal format with images where needed	All students can access all information provided	Ongoing – within two weeks of being made aware of need.	Delivery of information to disabled pupils is improved.
Long term	Ensuring availability of written material in alternative formats.	Become aware of the services available through the LA for converting written information into alternative formats.	If needed, the School could provide written information in alternative formats.	Ongoing	Delivery of information to disabled pupils is improved.

5.1 In completing the above action planning we have considered the following questions:

- do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?

  - do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?

  - do you have the facilities such as ICT to produce written information in different formats?

  - do you ensure that staff are familiar with technology and practices developed to assist people with disabilities